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ABSTRACT

Designed to provide a listing of knowledge, skills, and abilities (collectively known as KSAs) that could be used by public broadcasting stations for recruitment, selection, promotion, evaluation, training, and staff career development, this document addresses three key broadcasting personnel areas. These areas are programming/production, engineering/operations, and promotion/development. Individuals in the selected key positions completed interviews and questionnaires to supply information about tasks performed. Their responses formed a listing of possible job tasks which was included in a final questionnaire sent to 500 public broadcasters. This survey gathered information on the frequency of performance of tasks, their difficulty, and whether or not they included a supervisory component. Also generated was a list of KSAs needed to perform each task. Nine tables list the crucial KSAs for the areas of: production; programming; technical and operations; promotion and development; and supervision tasks. Also included are lists of specific tasks that constitute each position, as well as brief information on how training needs assessment data may be used to develop or evaluate training, suggestions for conducting training programs and acquiring training resources, and other uses for training needs assessment data. (JB)

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ANALYSIS OF THE SKILLS USED IN PUBLIC BROADCASTING'S KEY JOBS

WITH RECOMMENDED USES BY PUBLIC BROADCASTING ORGANIZATIONS

Research Conducted by
Judy Olian, Ph.D., and
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on behalf of the
Corporation for Public Broadcasting's
Training Needs Assessment Project

CORPORATION FOR PUBLIC BROADCASTING
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INTRODUCTION

The first training needs assessment (TNA) undertaken by the Corporation for Public Broadcasting (CPB) provides information to assist in the professional development of public broadcasting station personnel.

A primary objective of this project was to obtain a listing of knowledge, skills, and abilities (collectively known as KSAs) that may be used by stations for recruitment, selection, promotion, evaluation, training, and staff career development. By providing public broadcasting with a uniform data base, these KSA listings are intended to aid in making decisions on the retention and termination of trainees, and to create lists of necessary tasks from which training needs may be derived. The section of this summary entitled "Training Needs Assessment Uses" suggest various ways these materials may be used.

THE TRAINING NEEDS ASSESSMENT PROCESS

Three positions in each of three job families* were chosen for this study because they represent crucial functions in public broadcasting stations, according to the

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* Job families are groups of positions that are interrelated in responsibility or function.

TNA advisory group. Positions studied were--

- Programming/Production

  Program Director/Manager; Director of Programming
  Production Director/Manager
  Executive Producer; Producer/Director

- Engineering/Operations

  Director of Engineering; Chief Engineer
  Operations Director/Manager
  Broadcast Engineer; Radio/TV Technician

- Promotion/Development

  Development Director/Manager
  Director of Promotion and Development; Promotion Manager/Director
  Director of Volunteers; Volunteer Coordinator

Individuals in the selected "key" positions completed interviews and questionnaires to obtain information about tasks performed. Their responses formed a listing of possible job tasks, which was included in a final questionnaire sent to about 500 public broadcasters. This survey gathered information on the frequency of performance of tasks, their difficulty, and whether or not they included a supervisory component. A list of KSAs needed to perform individual tasks in each job family also was obtained from the questionnaire responses. Stratified sampling, meetings with the advisory panel, and station visits yielded information from radio and television stations, including all licensee types, station sizes, and geographical areas.

Because position titles used in public broadcasting do

not consistently relate to specific tasks, lists of crucial tasks were developed only for job families, rather than for individual positions.

Tables 1-9 reflect data of most immediate use to public broadcasters. Tasks are repeated between and within families, due to the design of the questionnaires. The tasks are listed in order of frequency of response.

TRAINING NEEDS ASSESSMENT USES

A brief summary of how training needs assessment data may be used to develop or evaluate training, and to assist in other human development activities follows. Additional information and technical assistance to those wishing to use these data in human development programs may be obtained from CPB's Department of Human Resources Development.

Designing and Conducting Training

Training is intended to change behavior, usually by developing additional skills or knowledge in an individual. Stations may use the listed KSAs for each position to set minimum standards of performance. The KSAs and performance standards derived from them can then be used to target training directly to areas of deficiency by comparing the standards with actual levels of performance. The following

is a general description of one process for developing new training, and adapting or evaluating existing training.*

The more information available, the better training decisions will be. Stations may find the following questions useful when considering training programs:

- Is the proposed training a priority among all of the opportunities, challenges and problems facing the organization at the present time?
- What is the specific, overall problem that the proposed training is intended to address?
- Is this problem best addressed through training?
- What are the ideal KSA levels for the area of the proposed training? (The information included in this report can be very useful in answering this question.)
- What are the actual levels of competence in the proposed training topic?
- Based on the differences in level of the previous two questions, what are the deficiencies that need to be corrected through training?
- What is known about the learner(s)? If a group is to participate, does each member of the group have the same deficiencies? Are some learners more advanced than others? Does the proposed training meet the needs of each learner?
- What are the goals and overall objectives of the training?
- What sequence of training events best meets the needs of the learner(s)?

---

* The process is based in part on the Datatrain system developed by Robert Riesett, TrainingWorks Corporation, Bethesda, Maryland.

- How can systems be developed that will support the behavior changes (KSAs) that are being trained for back on the job?
- How can the success of training be evaluated?

Research shows that adults learn most efficiently when training is geared to meet their special needs. The following suggestions should be considered when developing or adapting training programs:

- The program should be directed specifically to the needs of the trainee(s).
- The program's goals and methods should be compatible with trainees' motivation to learn.
- The program should involve learning by doing.
- Trainees should deduce principles and concepts from practical solutions to real problems.
- Training should be conducted as informally as possible.
- Adults want guidance, not grades.

Training should be evaluated not only from trainees' reactions, but also, as appropriate, by testing the new learning at the training site or on the job, and by determining whether the training had an impact on the original problem. Support systems should be implemented so that behavior changes from training can be transferred to and supported on the job.

Event Planning and Training Program Leaders

The ultimate responsibility for recognizing training

needs lies with station managers. A local needs assessment can provide information for effective use of resources and assist in program development, funding strategies, implementation and training evaluations.

In-house training must be carefully planned, with goals for the training event, and objectives for each presentation. Existing training events should be checked to assure that such planning has already taken place, and that they meet the specific needs of the proposed trainees. As appropriate, training should use a variety of instruction methods, which may include lectures, video, debates, symposia, panels, demonstrations, programmed and computer instruction, role playing, and case studies.

Training events, particularly those developed by an organization for in-house use, often depend on the effectiveness of the training leader(s). When selecting trainers, consider that he or she--

- May assume many roles, including evaluator, facilitator, media specialist, and counselor. Leaders must be able to give feedback, make presentations, and have knowledge of career development.
- Must be able to use evaluation, observation, and assessment tools (questionnaires, key consultations, print media, interviews, group discussions, tests, records and reports, and work samples).
- Must be able to respond to cultural variations in the target audience.
- Should be able to combine goal-oriented and personal growth responses.

Evaluating Training Brochures

When evaluating brochures for training programs, assure that the brochure clearly explains the conference or workshop. If the program contains several sessions, the brochure should include a full description of each session, and/or a full schedule of events. The names and credentials of instructors should be included, as well as registration requirements. When evaluating training courses, assure that the training level is appropriate for individual needs. Brochures should give both the overall purpose and specific objectives of the training.

Existing Training Resources

Existing training events and materials of potential interest to public broadcasters are available from CPB's Training Resource Center. Organizations planning training events may use this CPB service to obtain information on available training programs, workshops, materials and trainers. The Corporation also collects training materials for loan to public broadcasting organizations. Once a training topic has been selected, the Center may be contacted, and available information appearing to meet the organization's needs will be made available. For further information, contact--

Corporation for Public Broadcasting
Department of Human Resources Development
1111 Sixteenth Street N.W.
Washington, D.C. 20036
Telephone: (202) 955-5154

Other Uses For Training Needs Assessment Data

Once KSA requirements for a specific position have been determined, individuals may target their professional development to specific position requirements. Informed career decisions may be based on an understanding of the performance expectations suggested by the KSAs.

Managers may use TNA data including job families, position titles and task breakdowns to structure positions and responsibilities. Frequently used tasks may be incorporated to make position descriptions and titles more relevant, standardized, and less redundant.

KSA listings may be included in job announcements and position descriptions to serve as objective, job-related criteria for evaluating current and potential employees. The information can aid in the recruitment, evaluation and selection of employees, and may facilitate career planning and counseling, performance evaluations, and make the administration of rewards more defensible.

Needs assessment findings may be used in making

cost-benefit decisions on recruitment or training, allocation of funding, and development of optimal delivery methods for programming.

CONCLUSION

The Corporation hopes that the material collected in this report will be of use to those planning training and other human development activities for public broadcasters. In addition, CPB is using the results of this study to develop a national system of training on behalf of all public broadcasters. Training Needs Assessments of additional positions are planned. A TNA for technical jobs is scheduled for 1985. More information on the Corporation's human development programs is available by contacting--

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TABLE 1
Most Crucial Knowledge, Skills, and Abilities (KSAs) for Production Tasks

1. Translate abstract concepts into finished products.
2. Research audience interests, preferences and listening/viewing habits.
3. Conduct effective interviews.
4. Write scripts, reports, letters, memos, proposals and grant requests using proper format, tone, style, punctuation, grammar, and spelling.
5. Organize and write material that is clear, concise, and easy to understand.
6. Use knowledge of a variety of production techniques and styles to complement a variety of program contents and purposes.
7. Evaluate project needs in terms of studio and staff capabilities, and coordinate these for scheduling and project assignments.
8. Develop program concepts that satisfy audience interests, level and standards according to the station's capabilities.
9. Focus on relevant data when writing, teaching, editing, and making presentations.
10. Operate technical equipment.
11. Visualize the end product at an intermediate stage.
12. Work as a team member, participate in group problem solving, decision making and compromise.
13. Motivate and encourage staff in their work and in their contribution of ideas, opinions and sharing of knowledge.
14. Research program topics, issues, events or guests.
15. Apply budgeting procedures and monitor income and expenditures throughout the fiscal period.
16. Apply cost-benefit procedures and set work priorities when dealing with budget restrictions.
17. Coordinate and supervise the activities of many specialized areas and functions.

18. Edit material manually and electronically.

19. Anticipate and accommodate future developments in the field.

20. Use knowledge of FCC regulations and procedures.

21. Work with people, elicit cooperation from others, give praise, persuade and confront others in a non-threatening manner.

22. Work under pressure and meet deadlines.

23. Develop production goals and assess how individual projects contribute to goal attainment.

24. Match staff interests with projects to maximize enthusiasm.

25. Communicate performance criteria to producers and other staff.

26. Set work priorities consistent with station goals.

TABLE 2
Most Crucial Knowledge, Skills, and Abilities (KSAs)
for Programming Tasks

1. Use knowledge of FCC regulations and procedures.

2. Research the demographics and interests of targeted audiences.

3. Locate, interpret and employ data on audiences collected by others.

4. Evaluate station's production capabilities.

5. Learn programming schedules of competing stations.

6. Determine all groups constituting the station's audience.

7. Write proposals, reports, memoranda and letters using the appropriate format, tone and style for each.

8. Produce written material using correct punctuation, grammar and spelling.

9. Establish station goals and priorities.

10. Evaluate current activities in relation to long-term goals and make necessary modifications in activities to promote and assure goal achievement.

11. Measure or obtain a description of community or audience standards.

12. Compare program content with community and audience standards, and prescribe appropriate alterations.

13. Evaluate staff skills and abilities.

14. Understand budgeting procedures and determine expenditures that can and cannot be supported.

15. Assess market trends and changes.

16. Conceive, propose, plan, develop and present program ideas.

17. Manage people, money, time and ideas.

18. Assess audience demand for reruns, determining financial gain or loss from potential and/or current ventures, and evaluate other programming options.

19. Determine station's current and desired position in

the marketplace, and determine how projected programming will alter their relationship.

20. Conduct job evaluations and teach others new skills.

21. Motivate and encourage staff in their work and in their contribution of ideas, opinions and knowledge.

22. Plan.

TABLE 3
Most Crucial Knowledge, Skills, and Abilities (KSAs)
for Technical and Operations Tasks

1. Keep abreast of new and anticipated developments in the field.

2. Plan for and implement new developments and changes.

3. Locate external training programs or materials and/or establish effective in-house training sessions.

4. Evaluate the technical capabilities of equipment and staff, the technical demands of a project, and procure and direct needed personnel.

5. Understand how technical systems interface.

6. Operate station equipment, learn to operate new equipment and teach equipment operation to others.

7. Plan and carry out preventive maintenance, direct others in these tasks, and do emergency repairs.

8. Use knowledge of electronics.

9. Use knowledge of FCC regulations and procedures.

10. Establish and support an inventory of parts and supplies to support a maintenance program.

11. Use teaching skills, procedures and techniques.

12. Prepare written operating instructions, technical documents and reports using proper grammar, spelling, punctuation, format, style and tone.

13. Write simply, clearly and concisely.

14. Operate test equipment and understand results.

15. Read, understand and draw schematic diagrams.

16. Anticipate questions, and prepare accurate answers.

17. Write grant requests.

18. Research funding sources and the means to secure those funds.

19. Determine the station's relationship with the public, and anticipate needs, interests and importance appropriately.

20. Share experiences and information gathered with other station staff.

21. Write responses to technical and operational questions from the audience.

22. State complex concepts or technical material simply.

23. Read and interpret charts, graphs and tables.

24. Construct charts, graphs and tables to display data in written reports.

25. Draw inferences from available data.

26. Anticipate report requests, and plan periodic data collection.

27. Present facts, ideas, opinions and problems clearly and concisely in written and oral form.

28. Communicate orally in public forums.

29. Summarize data and present in written form.

TABLE 4
Most Crucial Knowledge, Skills and Abilities (KSAs) for Promotion and Development Tasks

1. Assess audience characteristics, interests and level.
2. Implement advertising and promotion strategies.
3. Evaluate an individual's on-air potential.
4. Attract, secure and coach community participants.
5. Tailor programs to audience interests, level and standards.
6. Implement motivation techniques.
7. Assess staff capabilities and limitations, and design programs to take advantage of available resources.
8. Research past goals, strategies, efforts and results.
9. Use knowledge of premiums market.
10. Establish realistic monetary goals.
11. Use knowledge of mailing procedures.
12. Present professional image through proper dress and behavior.
13. Be clear when speaking extemporaneously.
14. Identify and follow up on opportunities to distribute complementary materials.
15. Plan, design and use appropriate visual aids.
16. Anticipate questions, and prepare accurate answers.
17. Write grant requests.
18. Research fund sources and the means to secure these funds.
19. Determine the station's relationship with the public, and anticipate needs, interests and importance appropriately.
20. Share experiences and information gathered with other station staff.
21. Write responses to audience requests.

22. State complex concepts or technical material simply.

23. Read and interpret charts, graphs and tables.

24. Construct charts, graphs and tables to display data in written reports.

25. Draw inferences from available data.

26. Anticipate report requests, and plan periodic data collection.

27. Present facts, ideas, opinions and problems clearly and concisely in written and oral form.

28. Speak at public forums.

29. Summarize data and present in written form.

TABLE 5
Most Crucial Knowledge, Skills, and Abilities (KSAs) for Supervision Tasks

1. Learn and understand job roles and responsibilities of staff members.

2. Apply motivation theories and techniques.

3. Evaluate the knowledge, skills and abilities of staff members for performance evaluations, scheduling and planning.

4. Trust staff and delegate authority appropriately.

5. Match an employee's capabilities and interests with a task.

6. Implement performance evaluation techniques.

7. Talk openly with employees concerning performance, whether positive or negative.

8. Learn and carry out the necessary administrative procedures for rewarding, hiring, disciplining and firing employees.

9. Use a variety of informal feedback techniques.

10. Define station goals and subsequent needs, e.g., additional staff training, staff members, technical equipment or materials.

11. Investigate available training programs and resources and evaluate them for relevance and cost-effectiveness.

12. Distinguish between staff training needs and other performance problems.

13. Use knowledge of general budgeting procedures when making purchasing and spending decisions.

14. Conduct interviews to keep them on track, put the interviewee at ease, adjust the interview style to the situation, and adapt questions to new data rapidly.

15. Assess an individual's qualifications for a particular assignment.

16. Recognize performance problems, and intervene to correct these situations.

17. Teach others knowledge, skills, and abilities.

18. Judge the knowledge, skills, and abilities necessary to complete a specific task.

19. Make decisions based upon job-related factors without regard to personal bias, race, color, sex, religion, national origin, physical or mental handicap of those involved.

20. Set station work priorities.

21. Break down goals into steps to be approached systematically and accomplished sequentially.

22. Encourage and solicit employee input in decision making where appropriate.

23. Communicate to staff important issues in a timely fashion both verbally and in written form.

24. Develop, change and eliminate station policies that would aid or impede station goal attainment.

25. Chair a productive staff meeting, develop a written agenda, keep the meeting on course, encourage employee ideas and input, and facilitate group decision making.

26. Be clear when speaking extemporaneously.

27. Keep abreast of station activities and issues concerning employees.

28. Recognize and resolve staff conflicts.

29. Integrate and condense data from several sources, and present facts, ideas or opinions clearly, simply and concisely.

30. Adapt to and cope with a variety of changing situations.

31. Anticipate needs and/or changes, and prepare adequately for these situations.

TABLE 6
Crucial Supervision Tasks

1. Supervise regular staff meetings.
2. Handle performance evaluations and disciplinary problems.
3. Monitor and follow up in employee progress.
4. Resolve or moderate staff conflicts.
5. Establish station policies for employees and volunteers.
6. Participate in hiring and dismissal decisions.
7. Assign tasks and projects to personnel.
8. Approve and justify unit expenditures.
9. Approve vacation and special staff requests.
10. Supervise department heads.
11. Provide positive and negative feedback to employees.
12. Implement coaching of new staff by current staff.
13. Recommend employees for training programs and professional meetings.
14. Assess staff training needs.
15. Supervise day-to-day operations.
16. Negotiate budgetary allocations for staff upgrading.
17. Allocate salary raises.
18. Plan annual budget.
19. Consider long-range staff and volunteer development.
20. Work with management team to plan goals and objectives for station.
21. Schedule staff to shifts.
22. Participate in long-range and yearly station planning.
23. Chair meetings.
24. Dictate letters, memoranda.

25. Brief staff, superiors and others on policies and procedures.

26. Prepare itemized budgets.

27. Write policies and procedures.

28. Prepare job descriptions.

TABLE 7
Crucial Production Tasks

1. Supervise production staff.
2. Review and critique scripts.
3. Write justifications for new staff and equipment.
4. Assign producers to in-house productions.
5. Plan content of program series.
6. Select talent and events for on-air show.
7. Edit programs for broadcast.
8. Tape and edit programs and interviews.
9. Develop standards and priorities for production facilities.
10. Produce and host regular program.
11. Supervise budget for productions.
12. Develop plans for production.
13. Develop local and/or national program productions.
14. Supervise field crews.
15. Schedule facilities for all facets of production.
16. Write scripts.
17. Schedule studio and/or edit facility.
18. Pick and produce music for daily programs.
19. Conduct informal meetings with producers developing programs.
20. Supervise rights, fees, contracts and clearances for production.
21. Produce occasional specials.
22. Review staff production techniques.
23. Direct studio and location recordings and broadcasts.
24. Write post-production reports.

25. Direct productions.

26. Review production projects.

27. Supervise studio personnel.

28. Supervise directors, writers, researchers.

29. Supervise operations managers and producers.

30. Supervise on-air activities.

31. Critique programs produced by staff.

32. Plan for remote broadcast and taping.

33. Participate in preproduction planning.

34. Communicate with free lancers and independent producers.

35. Work with free lancers, independent producers and consultants.

36. Create program concepts for grants.

37. Establish priorities and coordinate program production in studio or on location.

38. Schedule use of equipment and studios.

TABLE 8
Crucial Programming Tasks

1. Recommend or determine time slots for programs.
2. Determine which programs to purchase from network.
3. Set standards and guidelines for programming.
4. Preview documentaries and "flagged programs" for suitability.
5. Arrange repeat schedule (TV Only).
6. Develop future program goals.
7. Alert appropriate persons and departments of schedule and changes.
8. Ensure adherance to station procedures.
9. Assign personnel to on-air positions.

TABLE 9
Crucial Technical and Operations Tasks

1. Evaluate and recommend production equipment purchases to improve technical capacity.
2. Resolve conflicts between technical staff and other departments.
3. Operate and maintain broadcast equipment.
4. Establish system for preventive maintenance.
5. Prepare FCC technical documents.
6. Design and build new equipment.
7. Manage supervisors of technical activities.
8. Direct technical, engineering and operational staff and activities.
9. Assign personnel to repair equipment.
10. Consult with departments on technical needs and operations.
11. Prepare operating log.
12. Plan design and/or purchase of new technical equipment.
13. Prepare five-year engineering projections.
14. Plan installation of new equipment.
15. Plan schedule for preventive maintenance.
16. Examine programming requirements and translate into engineering, manpower and equipment requirements.
17. Develop standards and priorities for production facilities.
18. Coordinate meetings between technical services and production personnel.
19. Explain new technologies.
20. Plan staff development in light of acquisition of new technology.
21. Plan remote broadcast and taping.

22. Prepare training program content.

23. Control quality of finished product.

24. Compile general operations manual.

25. Organize on-air program material.

26. Recognize defective tape.

27. Troubleshoot defective equipment.

28. Monitor on-air signal.

29. Adjust transmitter.

TABLE 10
Crucial Promotion and Development Tasks

1. Produce on-air fund-raising campaigns.
2. Plan on-air membership activities.
3. Make presentations to prospective funders, students, and management.
4. Arrange funding.
5. Represent station at meetings, events, panels, forums and boards.
6. Compile statistical data for reports.
7. Recommend local program schedule.
8. Produce station fund-raising campaigns.

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